Annual Monitoring Report

Student Academic Assessment

December 12, 2024

Introduction

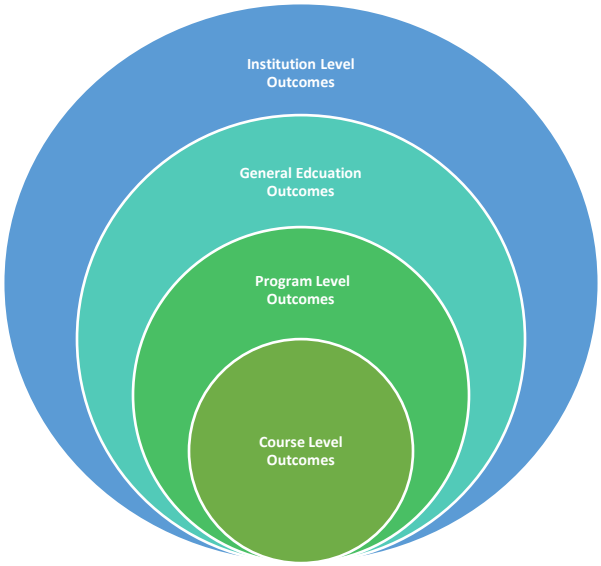
Shawnee Community College (SCC) is committed to assessment for continuous improvement of student learning, teaching strategies, and program offerings. The assessment process allows for exploring methods to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Assessment provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

The SCC Student Academic Assessment Action Plan provides a comprehensive outline of the college assessment process and procedures and reflects the collaborative work of faculty, administrators, and staff. It represents the orderly collection, examination, interpretation, and documentation of student learning and changes in teaching strategies and curriculum guides.

At the institution level, SCC's Mission, Core Values, and Strategic Plan goals support assessment of student learning as a fundamental part of the commitment to provide sustainability for our district (Current Board Policy: 8170), thus emphasizing the importance of effectively implementing this plan to support strategic institution level planning and decision-making.

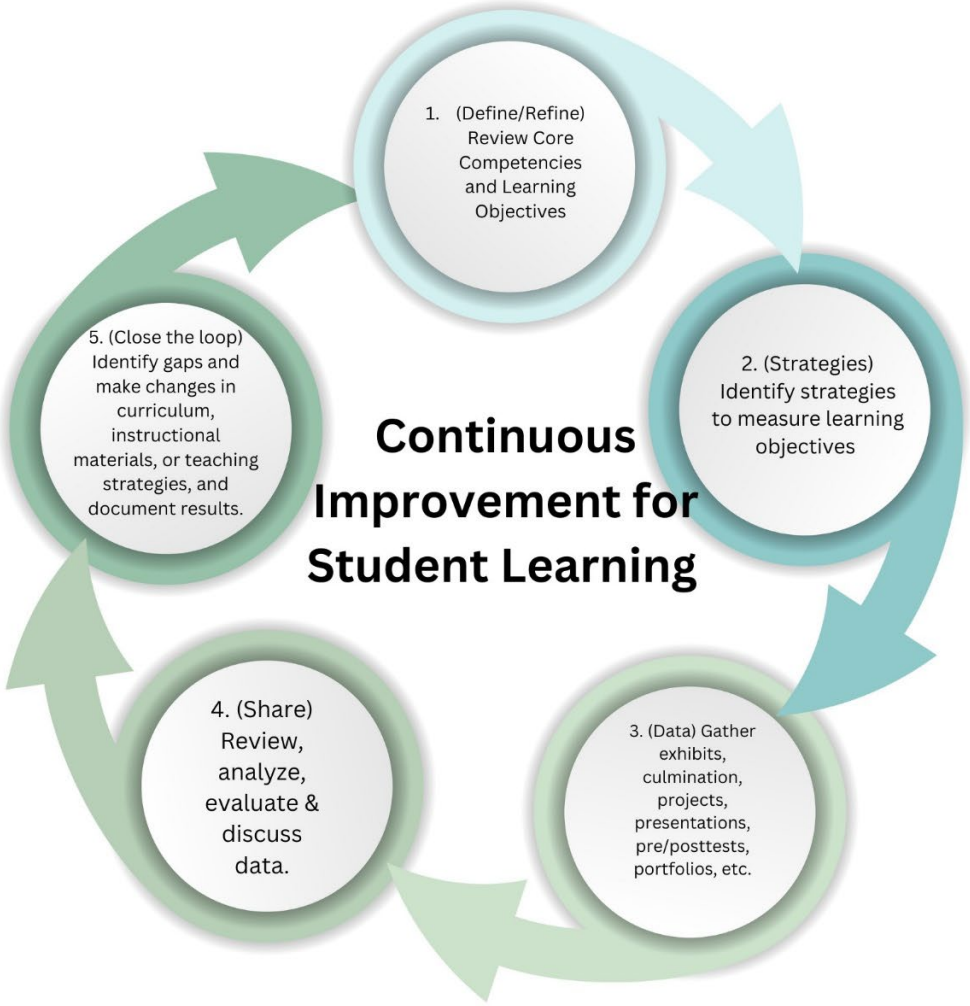
The Student Academic Assessment Team (SAAT) routinely updates the plan to promote continuous quality improvement to course design, program effectiveness, relevant co-curricular services offered, and overall teaching and learning, as well alignment to the institution's assessment framework and policies (Figure 1).

Figure 1. Integration of SCC Outcomes



SCC views assessment as an ongoing, interactive process used to modify programs, as necessary, and to promote continuous quality improvement of the services the college offers to students (Figure 2).

Figure 2. Continuous Improvement for Student Learning



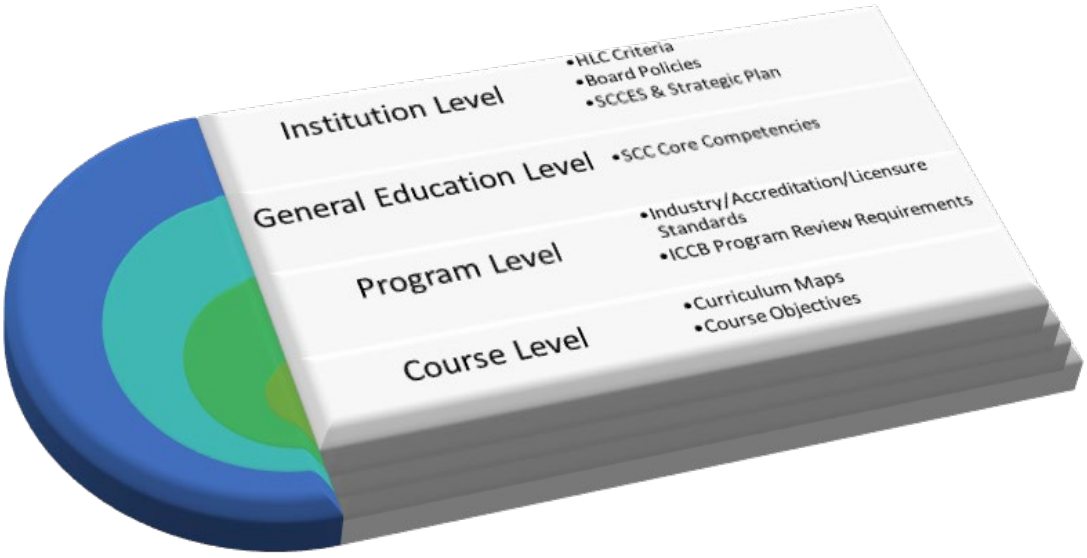
SCC's academic assessment process is aligned to the Shawnee Community College Effectiveness System (SCCES) and provides evidence that (Strategic Plan 4.1.C):

- Learning objectives are observable and measurable;
- Curriculum alignment provides the opportunity for students to achieve these objectives because the curriculum is driven by intended learning outcomes and assessment evidence;
- A variety of instructional strategies is utilized to promote student engagement and contribute to student learning;
- Successful program completion provides students with the requisite skills for goal completion;
- Employee engagement is a priority in increasing student learning and obtaining desired institutional outcomes.

The SAAT mission is to promote excellence in teaching and student learning through the following (Figure 3):

- Reviewing and updating the Student Academic Assessment Action Plan;
- Ensuring courses follow curriculum maps and meet course objectives;
- Ensuring programs address the required industry, accreditation, and licensing standards;
- Ensuring the general education core competencies are intentionally interwoven throughout SCC programming;
- Ensuring alignment of academic assessment processes and procedures for general education, programs, and courses with the Board of Trustees Policy Manual, the institutional effectiveness model, SCCES, and the SCC Strategic Plan. In doing so, the SAAT can feel confident in the resulting evidence required for accreditation with the Higher Learning Commission (HLC) (Strategic Plan 4.1.C).

Figure 3. Standards and Accountability Measures at Each Level



Assessment during the 2023-24 Academic Year

Changes were made to the structure of SAAT and its data collecting process in the 2022-23 academic year. These changes provided opportunities for improvement in the assessment process during 2023-24 which will in turn provide greater opportunity for data review and analysis in future academic years. The SAAT Coordinator has utilized the dedicated office time to build upon important changes made to the structure of SAAT and its assessment data collecting process from the previous year. During the 2023-24 academic year, another three semesters (Fall, Spring, and Summer) of additional core competency assessment data have been collected by faculty (full-time, part-time, and dual credit). The SAAT Coordinator works closely with the Administrative Assistant to the Dean of Transfer & Adult Education to download, organize, and review each core competency submitted by faculty. New full-time faculty hires over the past year have worked with the SAAT Coordinator to map courses in ways that best suit each course and its corresponding program. For example, the Occupational Therapist Assistant program was transferred to SCC from the SICCM consortium, and all its courses have been mapped to one or more of the six core competencies assessed by faculty (see *Appendix 1. Core Competency Assessment Map*). Some additional individual courses that were not previously mapped have also been mapped to one or more specific core competencies so that SAAT can more easily list which forms (CCAFs) are submitted for which courses and to ensure all instructors teaching a specific course assess the same core competencies.

The list of all classes taught for course credit each semester over the past academic year was matched to the core competency assessment map. Each course had a project shell created in WEAVE to match its corresponding assessment(s). Doing this is important because it simplifies the core competency assessment submission process for faculty, means that project shells are only created for core competency assessment that should be completed that semester, and the SAAT Coordinator can follow up with any instructor whose core competency assessment has not been completed.

Over the past year faculty continued to collect data on their selected core competencies. It is now being reviewed so SAAT can provide feedback for General Education Level assessment and continue sharing any needed data with faculty, staff, and administration to help complete the Closing the Loop segment of the Continuous Quality Improvement (CQI). Examples of this data, once collated and available in Spring 2025, will be included as an Appendix, with highlights emphasized within the report. The CQI Entities were also mapped since, for faculty, its documentation centers on requesting financial support to increase student learning.

SAAT Coordinator Role

The role of SAAT Coordinator at most community colleges is a dedicated full-time administrative position. Historically, given the size of the faculty and student population at SCC, the role of SAAT Coordinator at SCC has been fulfilled by a full-time tenured faculty member in conjunction with teaching a full load of courses each semester. The lack of time dedicated to assessment has resulted in the collection of data but no review and analysis of data at the course, program, or general education level. This schedule provided limited time and opportunity for the SAAT Coordinator to complete the Share component of the Continuous Improvement for Student Learning process (Figure 2) in addition to fulfilling teaching duties and all other assessment-related duties.

Amending the role and duties of the SAAT Coordinator role to provide a more balanced schedule between teaching and administrative duties (see the 2023 Collective Bargaining Agreement) provides time for the SAAT Coordinator to dedicate specific time to the various duties of the role. These duties include providing data for the 2024 ICCB-5-year program review report and serving as a member of the HLC steering committee to help in collating data and disseminating information about the five HLC accreditation criteria to the wider college community ahead of the January 2025 site visit HLC review team.

The primary focus for the SAAT Coordinator is to review CCAF data collected in WEAVE. Assistance organizing all the accumulated assessment data, going back to the Fall 2017 semester, into semester-by-semester core competency spreadsheets is being provided by the Administrative Assistant to the Dean of Transfer & Adult Education. This may only be a small part of the

overall work done with assessment but without a structured way to organize all the core competency data it becomes increasingly difficult to effectively review, analyze, evaluate, and discuss the accumulated six years of assessment data.

The collecting, collating, and reviewing of assessment data is an ongoing process. The data accumulated between Fall 2017 and Summer 2024 will be collated by the end of 2024. Beginning in Spring 2025 semester, the SAAT Coordinator will have a more immediate opportunity to review, analyze, evaluate, and discuss data from the preceding semester and therefore provide feedback to faculty via email or during college-wide events such as Convocation or Assessment Day. Once collated and reviewed, SAAT will be able to provide a greater variety of reporting options for assessment data, including semester and yearly comparisons, core competency assessment levels, program, course, and section comparisons.

Despite the current lack of a comprehensive review and analysis of assessment data, faculty can work at the General Education Level individually through the five stages of the Continuous Improvement for Student Learning process: Define/Refine; Strategies; Data; Share; Close the Loop. Evidence is provided within the individual CCAF and annual CQI documentation to show that faculty are constantly reflecting upon student learning and considering effective ways to provide learning opportunities for students. Anecdotal evidence provided by faculty during Convocation, Assessment Day, and in conversations supports this assertion that faculty do engage in these stages though some of the process beyond the CCAF and CQI is done informally rather than via official documentation of instructional changes. The next goal is to provide faculty a platform to show how assessment of student learning through their classroom experiences and assessment data analysis gives them an opportunity to review teaching practices, course assignments, etc., and so continuously engage in the student learning process. Individual faculty or programs may be requested to share their experiences during Assessment Day and through the Assessment page on the SCC web site.

WEAVE Assessment Software

SCC currently utilizes the WEAVE software depository. It is well designed and has numerous benefits as an assessment tool. However, in reviewing the CCAF and CQI projects and files submitted by SCC employees, it is apparent that various levels of expertise exist among employees in completing all the steps within WEAVE. The lack of uniformity in submitting the projects means it is impossible to create a comprehensive assessment, budgetary, or similar report. This is user error rather than a problem created by WEAVE. Some employees have expressed frustration that CQI-related budgetary documentation was listed in the CQI, submitted in the WEAVE CQI project, and also submitted elsewhere. To simplify the process, beginning with the FY24 CQI and Fall 23 CCAF, employees only submitted the completed documents in WEAVE and did not complete any of the steps that would generate a report. Formal budget

requests for FY25 were submitted to the Vice President of Administrative Services based on information in the FY24 CQI documents.

Consequently, SAAT and SCC administration reviewed alternative tools with discussion focusing on using WIDS (Worldwide Instructional Design Software) as a potential resource that will combine faculty activities currently done through WEAVE and Simple Syllabus. To this end, time was spent during the past year to work with the instructors in the CTE and Allied Health programs to map course learning outcomes and program learning outcomes to industry standards. The desired goal was to use this as a model for all CTE programs. However, it was determined that WIDS would be a more appropriate tool to utilize for mapping CTE programs to their course and program learning outcomes. A WIDS presentation was provided for SAAT in May 2023 and WIDS training for CTE and Allied Health programs was conducted in Fall 2023. Transfer programs received initial training in January 2024. In Spring 2024, the Vice President for Academic Affairs, the Curriculum Development Manager, and the SAAT Coordinator had a video conference with a WIDS representative and subsequently mapped the areas which fall under the guidance of the Curriculum Development Manager and areas which fall under the SAAT Coordinator. A Curriculum and Assessment map is being developed to aid faculty in comprehending which of these two individuals to work with on development of materials and assessment of student learning in their courses. The goal is to have everything in place to begin utilization of WIDS in Fall 2025. While most of the work related to this transition is placed on the curriculum side, it will provide SAAT an opportunity to review existing processes and simplify the collecting and submission of CCAFs and artifacts.

Reviewing Assessment Data

Over the past year SAAT has discussed best practices in reviewing and analyzing assessment data collected by faculty. An initial review of two years of assessment data collected between 2020 and 2022 was submitted for the 2022 SAA Annual Monitoring Report. It lacked data submitted by some of the adjunct and dual credit instructors. Although it was incomplete, it did provide a snapshot of assessment across the six core competencies and provided an opportunity to discuss what questions should be asked in the review document and what information faculty and SAAT wish to gain from reviewing the data to improve student learning. General information will be available in the 2024 SAA Annual Monitoring Report with data submitted by dual credit and adjunct data included and analyzed. All data covering the period between Fall 2017 and Spring 2024 will be included in the 2024 SAA Annual Monitoring Report. A more nuanced review of data collected for Global and Cultural Awareness and Oral Communication will be provided in the 2025 SAA Annual Monitoring Report.

Table 1. Core Competency Annual Assessment Review Schedule

Academic Year	Global and Cultural Awareness	Oral Communication	Personal Growth and Responsibility	Problem Solving	Research and Information Literacy	Written Communciation
2024-25	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2025-26	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2026-27	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements
2027-28	Interpret Results Report Data Implement Interpret Results	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2028-29	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents
2029-30	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Assess Core Competency Submit Documents	Interpret Results Report Data Implement Improvements	Interpret Results Report Data Implement Improvements

Going forward, SAAT will provide full-time faculty with a longitudinal study of course and program data each year on a three-year cycle. Faculty have collected data for years, but there has been no time dedicated to reviewing and analyzing the data. This is a weakness in the assessment process if SCC is to promote the idea of Continuous Improvement for Student Learning. SAAT has therefore assigned time within the assessment and instructional calendar for faculty to review and analyze all assessment data for a particular core competency. This will be implemented through a year-long break from assessing a particular core competency in order to give faculty time to implement the five stages of the Continuous Improvement for Student Learning process starting from Step 4 (Figure 2) by: reviewing and analyzing the shared data; closing the loop through reflecting upon the outcomes and using the results to identify gaps in student learning and implementing instructional changes (in terms of instructional material and information and/or teaching strategies) to improve student learning; reviewing the core

competencies and learning objectives and how they relate to student learning; identifying existing and/or new strategies to measure the learning objectives; then gathering assessment data and artifacts to submit for review.

As data is collected from all faculty, a comprehensive assessment study, including the review and analysis of two core competencies per year, is being conducted over a continuous three-year cycle (see *Table 1. Core Competency Annual Assessment Review Schedule*). During the first year of analysis in 2024-25 (highlighted in yellow) lead faculty will review data provided in both the Global and Cultural Awareness and the Oral Communication core competency assessment forms and consider how General Education Level core competencies relate to the Course Level curriculum maps and Program Level industry standards. The faculty will not submit assessment data document for classes mapped to these two core competencies during the 2024-25 academic year. Instead, the full-time or program lead faculty will utilize the time to review the multiple years of assessment data collected and provided to them, interpret the strengths and weaknesses in student learning based on the data collected, complete a short report that ties the General Education Level core competencies to the Course Level curriculum maps and Program Level industry standards. Faculty will incorporate some of this report into the annual CQI document to create budget requests for instruction-related materials that will help improve student learning. An overview of the report will be shared with all faculty who assess those two core competencies. It also provides SAAT with an opportunity to review the courses and consider, in conjunction with lead faculty, if the core competency being assessed is most appropriate for the course. Most courses appear to be assessing an appropriate core competency though continuous review provides SAAT the opportunity to suggest better alignment if assessment to further improvements in student learning. Beginning 2025-26, Global and Cultural Awareness and Oral Communication will be assessed again (highlighted in green) for the following two years, and that data will be reviewed in the 2027-28 academic year (highlighted in yellow). Faculty assessing Personal Growth and Responsibility and Problem Solving will follow this pattern with the review of data in 2025-26 and collection of new data during the subsequent two years. Research and Information Literacy and Written Communication will be reviewed in 2026-27, then Global and Cultural Awareness and Oral Communication once again in 2027-28, and so on.

Assessment of Core Competencies

SAAT works with full-time faculty to create and, when necessary, update the Core Competency Assessment Map (Appendix 1) to better understand which courses assess which core competencies. This is a vital document to understanding which courses are being assessed for a particular core competency. As previously noted, this map allows SAAT to verify whether CCAF documents have been completed and submitted. It also enables SAAT to work with all faculty to quickly verify which core competencies are to be assessed during a semester. This

gives SAAT time to create project shells in WEAVE for all course section core competencies. At the end of the semester, it will reduce the need to sift through all the CCAF projects in WEAVE to determine which projects were completed. A relatively small number of courses with no full-time instructor still need to be mapped for assessment and the SAAT Coordinator is reaching out to individual part-time and dual credit instructors to map specific courses with no full-time or lead instructor. In January 2025 SAAT can review submitted CCAF documents and follow up with any instructors who did not submit their completed assessment core competency forms. Spring semester documents will be submitted in May and reviewed in June; then summer semester documents will be submitted in July and reviewed in August.

Full-time lead faculty decided how many core competencies were to be assessed for a particular course. Some courses only assess one core competency while other courses assess two or three core competencies. More importantly, some courses without a full-time instructor have yet to be mapped. It is important to expand core competency assessment data collection to all courses, including those taught by dual credit and adjunct instructors. SAAT is working with adjunct and dual credit instructors to determine which core competency is best suited for assessment in any course they teach. For example, the adjunct philosophy instructors had input into deciding which core competencies would be addressed in each of the philosophy courses. Dual credit education instructors each shared their views on which core competencies best suited specific early childhood education and education courses. This provided instructors with an opportunity to engage in the decision-making process and thus feel more involved in the assessment process. Once agreed upon, the core competency would be assessed each time the course is taught. This enables SAAT to build a collection of core competency data for a course matched by all its instructors. A change to the selected core competency to assess may only occur one a complete cycle of data has been collected and the change is approved by SAAT.

Historically, some lead instructors worked with dual credit and adjunct faculty to ensure their participation in the assessment process and core competency assessment form (CCAF) completion. However, there was limited dual credit and adjunct instructor involvement. In addition, core competency assessment projects are submitted by these instructors to the assessment email address since dual credit and adjunct instructors do not have access to WEAVE. These projects need to be added to WEAVE. A second gap in the Continuous Improvement for Student Learning has therefore been recognized and is being rectified.

To address this deficiency, the Assessment Coordinator presented an overview of the assessment process and its importance during the Dual Credit and Adjunct Instructor Orientation meeting in August 2023 and August 2024. Relevant information about assessing projects, collecting artifacts, and submitting the completed CCAF is also included in the Dual Credit and Adjunct Instructor handbook. Beginning Fall 2023, all dual credit and adjunct instructors are expected to work with their lead instructors to determine which core competencies they will assess based on the Core Competency Assessment Map. They are required to send end-of-semester (or end-of-

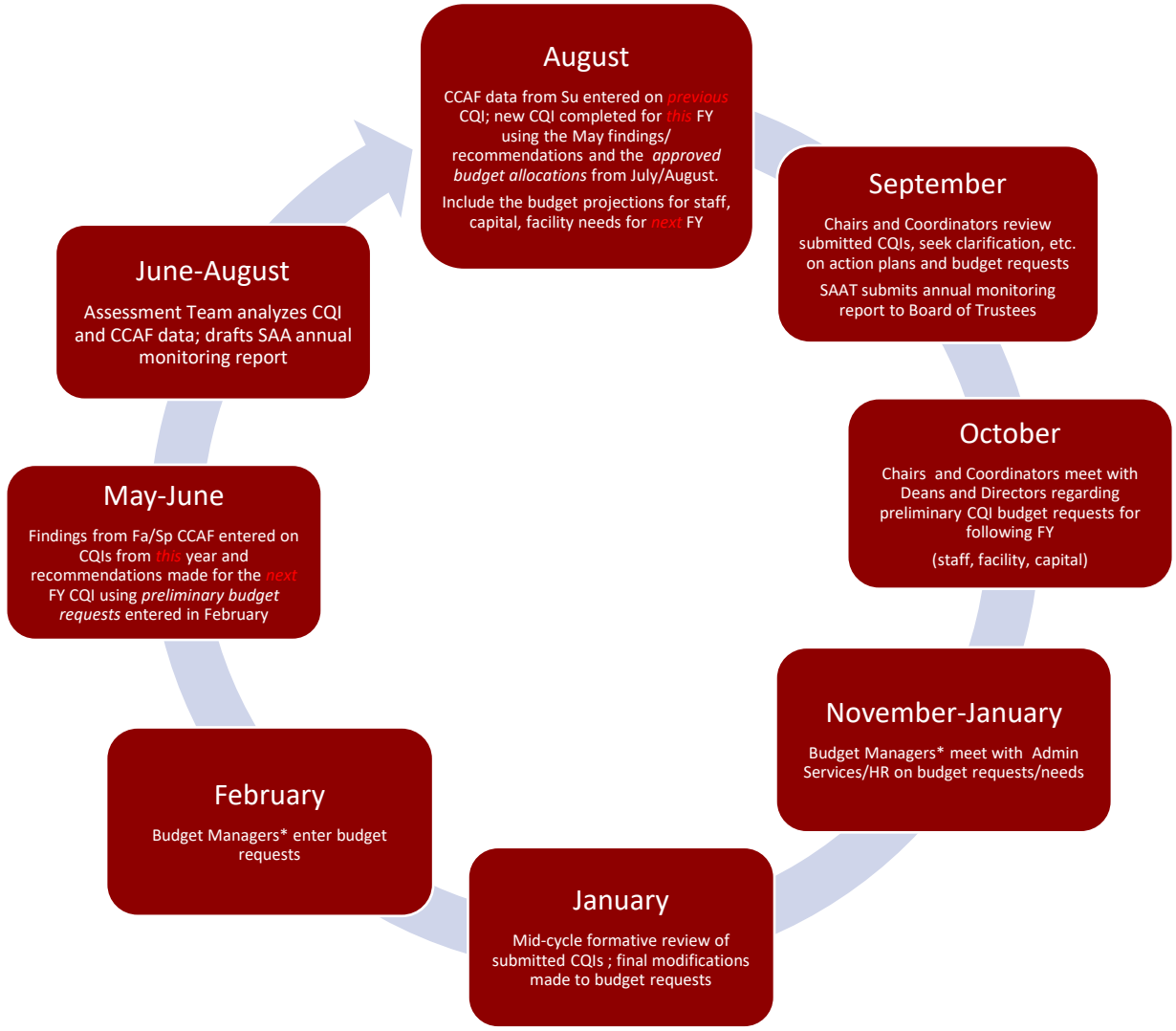
year for year-long dual credit courses) CCAFs to the lead instructor for review then submit it to the assessment email account. The SAAT Coordinator then uploads the completed CCAF and artifacts to the appropriate project shell in WEAVE. This will enable SAAT to review, analyze, evaluate, and discuss data related to all SCC students and so provide a more complete picture of student learning, potential gaps, and ways to share stories and evidence and most effective methods utilized by faculty in teaching students, thereby enhancing the college's model of continuous improvement for student learning.

Continuous Quality Improvement

During Fall 2022 SAAT also mapped the CQI Entity Tree (Appendix 2). This document lists each academic and academic-support entity on campus (program, division, department, etc.) that must submit an annual CQI document for budgetary request purposes and the entity's contact person. Creating this map enabled SAAT to review which entities have completed and submitted their CQI documentation. New entities, such as Student Clubs and Organizations, are added to this list and any change in the lead person for an entity is also updated. It must be noted that SAAT only verifies that a document has been submitted and has no oversight or involvement in SCC budgetary decisions.

SAAT also reviewed the CQI and budget cycle timeline (Figure 4) and aided the development of a more transparent process which provided entities the opportunity to submit budget requests prior to the SCC Board of Trustees ratifying the annual budget. The benefit of mapping the SCC entities was to better align budgetary requests within the CQI documentation to the annual budget process. In late 2023, SAAT worked with all college entities to ensure three parts of the process were completed. First, their FY 23 CQI documents were completed (closing the loop on what was achieved). Second, their FY24 CQI documents were partially completed based on FY24 funding requests received or denied; the finding would be added in July/August 2024 and so the FY24 CQI completed. Third, all FY25 CQI documents were started so budgets could be planned. Entity leaders reviewed their budgets in January 2024. As a result, all entities should submit their annual budget requests several months prior to the budget approval. Entities therefore work on two separate CQI documents: (1) add the findings to complete the past year; (2) add projects and data to the current year; and create a list of budget requests within it for the upcoming year. In early 2025, SAAT will review the CQI form so that the documentation process is done in a linear fashion rather than moving up and down within the form.

Figure 4. CQI and Budget Cycle



Assessment Day

Assessment Day, held in September 2023, was used to reinforce why assessment is important, and how data is collected. SAAT presented data from the 2023 SAA Annual Monitoring Report to explain what SCC employees were doing well and areas that needed improved. Faculty were reassured that the assessment process would not drastically change and should continue to collect and submit their CCAFs and artifacts to WEAVE. Lead instructors were encouraged to reach out to dual credit and adjunct instructors to help with the assessment process and therefore increase completion rates by non-full-time instructors. CQI entity leaders worked on closing the

loop for the FY23 budget documentation and began the FY24 CQI process which included budgetary requests for FY25. SAAT reviewed methods used by other colleges in utilizing and promoting their assessment data through individual or group stories. As previously noted, the goal for future Assessment Day events is to have SCC faculty from one or more programs give a presentation of their assessment data, how it influenced changes in their teaching process, and what budget requests they may have made in order to improve student learning. Assessment Day was also used to provide an update on SAAT activities. In 2023 the CCAFs were modified so that students who do not submit an assessed assignment are captured in the data collection as Not Submitted and so separate from the student considered at Below Expectations.

The Global and Cultural Awareness data provided during Assessment Day was also shared with the Diversity, Equity, and Inclusion Committee and the Cultural Awareness Team. SAAT will review courses that assess Global and Cultural Awareness and work with faculty to increase data collecting for this core competency.

The 2023 Assessment Day was moved from October to September to allow SAAT to work with faculty, assist in reviewing their completed FY23 CQI reports, and begin their FY24 CQI reports by listing initial budgetary requests for FY25. Historically, this was done later but all employees worked diligently in Fall 2023 to complete their FY23 CQI document and prepare their FY23 document. Budgetary planning now aligns with the college timescale.

Higher Learning Commission Conference

Several members of SAAT attended the 2024 HLC Conference in Chicago and shared information related to assessment. Co-curricular presentations were once again helpful for SAAT to evaluate how we assess co-curricular activities at SCC though it seems that all colleges had different perspectives on what and how to assess this area of student learning. SAAT agreed that SCC should continue with student clubs and organizations assessing specific core competencies and providing data on how well co-curricular activities benefit students and what sponsors can do to maintain, or improve, student engagement.

Assessment Institute Conference

The SAAT Coordinator attended both the 2023 and 2024 Assessment Institute in Indianapolis. This conference is helpful because it is dedicated to assessment practices. Numerous interesting and informative presentations were attended and information gathered from them was also shared with SAAT. Topics that have been most helpful for SAAT include the collecting of co-curricular evidence, the development of competency-based education assessment, and the growth and promotion of a regional community college academic assessment team which is giving

SAAT an opportunity to consider ways to better promote assessment data, engage more directly with faculty, and cultivate a stronger assessment community with SCC. Given the multitude of presentations on topics related to all aspects of work done by SAAT, and novel ideas that SAAT could learn from and incorporate into the assessment process, it would be very helpful if a second member of SAAT could also attend this conference.

Performance Area: General Education Level

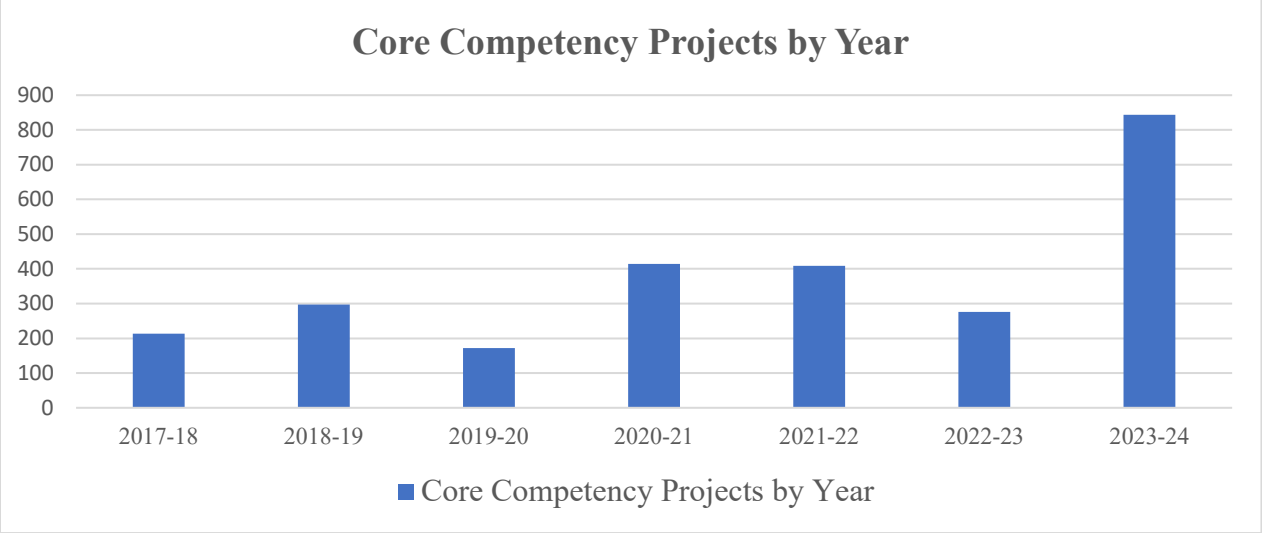
SCC developed six essential core competencies after conversations with faculty, students, and area employers of SCC graduates during advisory council meetings. These competencies are evaluated yearly for relevancy. The core competencies represent the identified qualities that students need to succeed after leaving SCC, whether they complete a degree or certificate for employment, complete an AA/AS degree for transfer to a four-year institution, or obtain continuing education credit and are as follows: (Strategic Plan 4.2.A.).

- Global and Cultural Awareness
- Oral Communication
- Personal Growth and Responsibility
- Problem Solving
- Research and Information Literacy
- Written Communication

Rubrics were created for each core competency defining the levels of mastery (Exemplary, Acceptable, Developing, and Below Expectations). Faculty complete and submit the Core Competency Assessment Form (CCAF) for all competencies for which their course is aligned so data can be gathered and analyzed, informing the continuous improvement process. Not all core competencies are assessed in each course, but students should be assessed across all core competencies throughout their overall program. In 2022, SAAT agreed to add an additional column to all CCAF documents so that students who had Not Submitted the assessed assignment would be counted separate to those considered at Below Expectations. Data collecting for this new column began during the Spring 2022 semester. Evidence related to this change in the data collecting will be shown in the Global and Cultural Awareness and Oral Communication review of data and submitted in the 2025 SAA Annual Monitoring Report.

A comprehensive evaluation of core competency assessment data has begun but has not yet been completed. Data provided in the 2022 and 2023 SAA Annual Monitoring Reports only reviewed assessment data for two years beginning with the Summer 2020 semester and ending with the Summer 2022 semester. This review provided a snapshot of student learning at SCC. There are now seven years of data to review for a general overview of the assessment data. The SAAT

Coordinator will utilize the dedicated administration time to review and analyze data at the course, program, and/or general education level. A comprehensive report of the performance level will be provided in the 2025 SAA Annual Monitoring Report in conjunction with the specific core competency assessment reports created by lead faculty for Global and Cultural Awareness and Oral Communication assessment data.



A total of 2697 core competency projects have been created based on an analysis of projects submitted in WEAVE. It can be assumed that the reduction in core competency submissions for the 2019-20 academic year was due to Covid-related restrictions. Excluding that year, the average number of submissions increased from an initial 213 projects (2017-18) then stabilized (414 and 410) prior to the 2022-23 academic year. The large increase in the number of projects (844) created in 2023-24 is due to the change in the project shell creation process. All credit-earning courses are mapped to one or more core competency assessments. These projects are being reviewed to ensure either that they were completed, or the class or section was cancelled; if so, the project will be deleted from WEAVE and the total number of submissions listed will be adjusted for the 2025 SAA Annual Monitoring Report. SAAT will review the recent decline in project submissions.

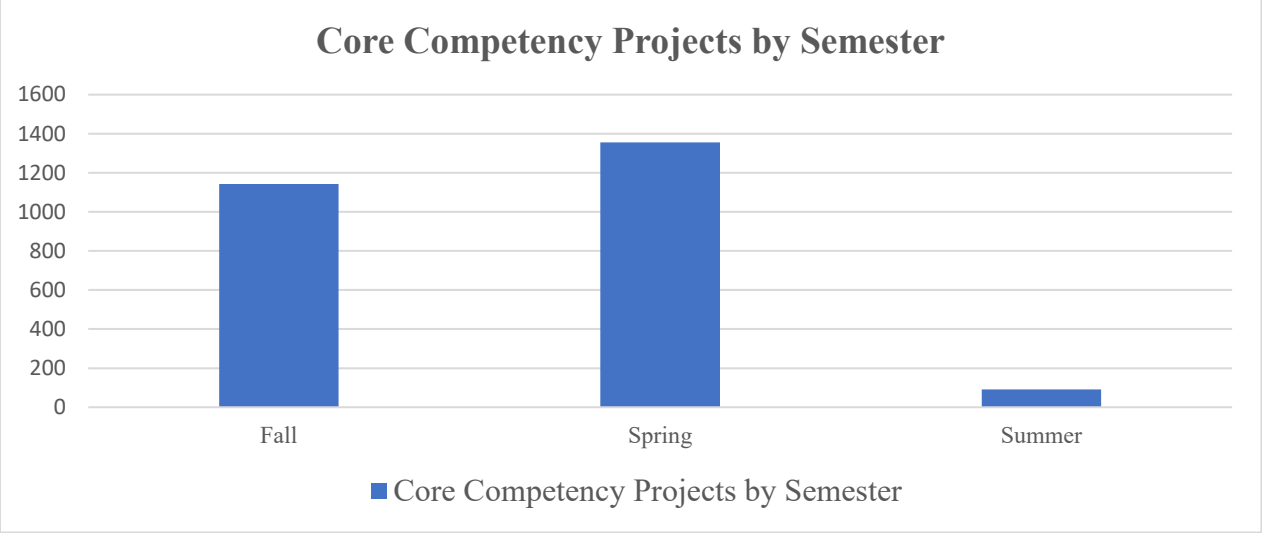
A general overview of current data is provided for the 2024 SAA Annual Monitoring Report. Various core competency strengths and weaknesses should be recognized based on the data included in the charts below. The following areas of strength are noted:

- WEAVE project completion rate averages 84% for the years it has been utilized as the student academic assessment software;

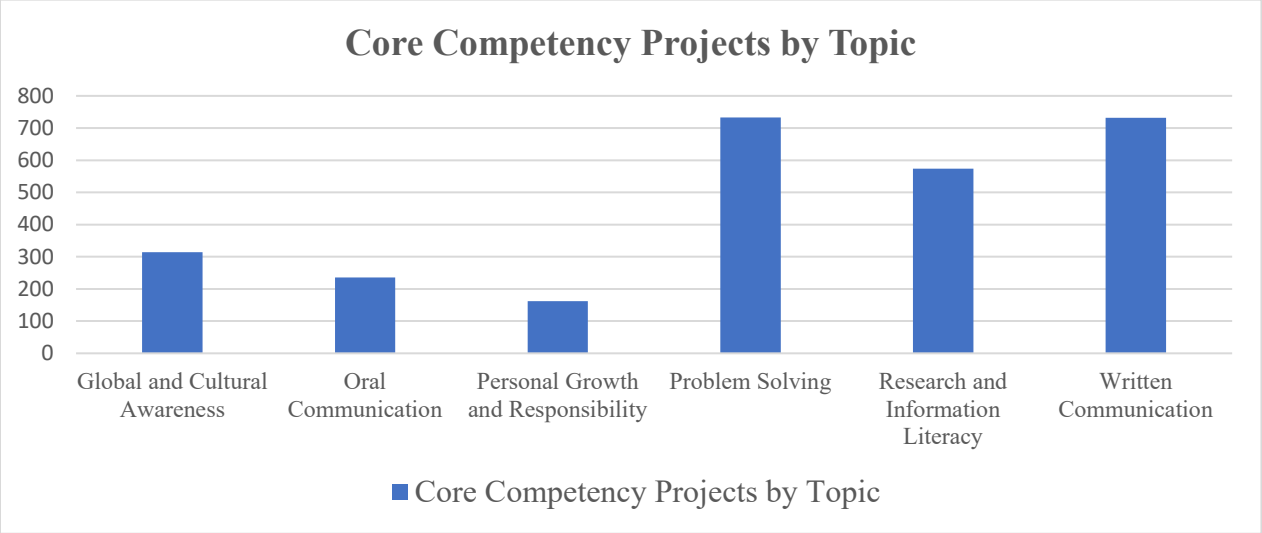
- Of the 2697 core competency projects created, a total of 2248 projects have been assessed (2013 Completed; 144 Internal Review; 91 In Progress) at an average of 321 per year (an increase of 8 per year since 2023) and a completion rate of 83.3%;
- There has been an annual increase in the total number of projects assessed for most years;
- Problem Solving, Research and Information Literacy, and Written Communication each have high submission levels for a combined total of 74.1% of assessed projects, down from a rate of 75.3% in 2023;

The following areas for improvement are noted:

- Global & Cultural Awareness, Oral Communication, and Personal Growth & Responsibility each have lower than average submission levels for a combined total of 25.9% of assessed projects though that is a 4.8% increase in assessment of these core competencies from their combined 24.7% total in 2023;
- The 2023-24 core competency submission total has increased compared to the previous year of data collecting;
- Personal Growth and Responsibility remains the competency with the lowest number of sections submitted each year;
- Oral Communication and Global and Cultural Awareness also have lower than average submission totals, though a comprehensive mapping of the Core Competencies will provide clarity on the project completion percentage rate;
- There are slight discrepancies in the totals due to duplication of a project or submitting the project for a different year.



Core competency projects marked by semester though not all have been Completed. Most projects are completed by instructors during the spring semester (1352; 50.1%). There is a 13% difference in the submission total for fall semester (1140; 42.3%) projects. SAAT will use the Core Competency Assessment Map (Appendix 1) to review course offerings and consider reasons why such a gap exists in the data. Assessment is also done during the summer semester though far fewer classes are offered and so the submission total (205; 7.5%) is significantly smaller.



A search of WEAVE by core competency topics provides the following total of projects by core competency: Problem Solving (721), Research & Information Literacy (562), and Written Communication (720) collectively represent 74.3% of all core competency projects. By contrast, Global & Cultural Awareness (308), Oral Communication (230), and Personal Growth & Responsibility (156) combine for a total of 25.7% of projects. SAAT will review the Core Competency Assessment Map to verify how many projects should be assessed for each of the six core competencies. It should be noted that not all courses are offered each semester. Some course are listed as By Request and so will have less cumulative assessment data than required courses.

College Performance

Key Performance Indicator: Area 6: Academic Success - Core Competency Outcomes

Percentage of sections offered that have evidence of core competency attainment

The submission target for each core competency is 80% of sections for the courses aligned to that competency will assess their students, complete the CCAF, and submit it in WEAVE, the student academic assessment software, for the SAAT to gather and analyze. Based on data included in the 2022 SAA Annual Monitoring Report, the following strengths are noted:

- WEAVE project completion rate averaged 82.1% for the years it has been utilized as the student academic assessment software;
- The 2017-18 year, when WEAVE was first implemented as the SCC student academic assessment software, had a 97.5% project completion rate;
- The 2020-21 year had 541 course sections assessed, the highest annual total;
- The 2021-22 year had 290 course sections project completion, a rate of 85%;
- Problem Solving and Written Communication have consistently high numbers of sections with evidence of core competency attainment;
- Research and Information Literacy totals increased year-on-year, between 2017-18 and 2020-21;
- Data is still being tabulated for the 2023-24 year though the completion rate is slightly above the average from 2023.

The following areas for improvement are noted:

- Core competency mapping in WEAVE needs to be addressed in order to more accurately collect data on the number of courses and sections being assessed as a percentage of the total number of courses listed for assessing each core competency;
- In WEAVE, projects listed as Not Started (504), In Progress (79), or marked for Internal Review (118) need to be assessed to discover why they were not completed;
- Most of those marked Not Started are project shells for 2023-24 courses that were listed in the course catalog but either not offered or cancelled. Over the next year these project shells will all be reviewed for completion and shells for classes not taught will be deleted so a more accurate total of projects listed as Not Started can be achieved
- Personal Growth and Responsibility (162) is the competency with the lowest number of sections submitted each year, averaging 23 submissions;
- Oral Communication and Global and Cultural Awareness also have lower than average submission totals, though a comprehensive mapping of the Core Competencies will provide clarity on the project completion percentage rate;
- The Global and Cultural Awareness project total has declined during the two most recent years;
- It should be noted that not all the dual credit and part-time instructor CCAF projects have been completely reviewed for submissions.

Percentage of Core Competency Outcome Benchmarks Targets Met

The target for each core competency is 80% of students assessed will be at the "Acceptable" or "Exemplary" levels for each rubric element. Based on data provided in the 2022 SAA Annual Monitoring Report covering the six semesters (2020-22) the following strengths are noted for the core competencies:

- Enough evidence has now been collected and evaluated to begin a two-prong longitudinal study of student academic assessment at the General Education Level using core competency data;
- SAAT will review data for submissions, completion rates, and a comparative study of the core competencies by semester and year, by course and program;
- Lead faculty will complete a three-year review linking Course Level, Program Level, and General Education Level data beginning in 2025 with Global and Cultural Awareness and Oral Communication;
- Despite being the smallest data set, Personal Growth and Responsibility has the highest average (over 90%) for all rubric components) of students at the Acceptable or Exemplary levels;
- Global and Cultural Awareness averages over 80% for all rubric components;
- Oral Communication averages over 80% for 4/5 of the rubric components;
- The 80% benchmark for Personal Growth and Responsibility has been met 100% of the time (12/12) when assessed over the six semesters;
- Rubric component *Fosters Constructive Group Climate* in the Personal Growth and Responsibility core competency has the highest average (92.8%) of students at the Acceptable and Exemplary levels.

The following areas for improvement are noted:

- Rubric component *Sources and Evidence* in the Written Communication core competency has the lowest average (71.3%) of students at the Acceptable and Exemplary levels;
- The rubric components *Evaluate Information and Its Sources* and *Access and Use Information Ethically and Legally* in the Research and Information Literacy core competency each averaged 71.6% of students at the Acceptable and Exemplary levels;
- All rubric components for the Research and Information Literacy core competency average below 80%;
- The 80% benchmark for the Research and Information Literacy core competency has been met only 25% of the time (6/24) in the rubric components to 2022-23;
- The Problem Solving core competency seems to be one of the more difficult for students as two of the three rubric elements, *Propose Solution* and *Implement Solution*, are below

80% in all reviewed semesters except for Spring 2022 (no data was submitted for Summer 2021).

Key Performance Indicator: Area 9: Employment Readiness - Employer Satisfaction

Graduate Demonstration of Core Competencies

SCC is not currently collecting data from graduates' employers. In Spring 2022, SCC purchased SmartEvals, an institutional assessment software program. Data will be provided in the 2025 Annual Monitoring Report.

Summary Analysis

Students' Demonstrated Performance of Core Competencies

SAAT will complete the comprehensive organizing and review of all data (2017-24) in early 2025. A comprehensive analysis of this data will be provided in the 2025 SAA Annual Monitoring Report. The following information is based on data covering the period 2020-22 included in the 2022 SAA Annual Monitoring Report.

- SCC students demonstrate high levels of performance in Personal Growth and Responsibility with combined acceptable and exemplary percentage totals averaging over 90% for all three rubric components over the two years reviewed. Students achieved 84% or higher in two of the Global and Cultural Awareness rubric components and one of the Oral Communication rubric components.
- SCC students performed lower primarily in Research and Information Literacy with combined acceptable and exemplary percentage totals averaging less than 75% in three rubric areas: (1) Evaluate information and its sources; (2) Use information effectively to accomplish a specific purpose; (3) Access and use information ethically and legally. Written Communication also had one rubric component, Sources and Evidence, with a combined acceptable and exemplary percentage total averaging less than 75%. This data on the inter-related topic of finding, using, and citing source evidence suggests a correlation between the lower than expected percentage totals in Research and Information Literacy and the lower than expected percentage total in Written Communication.
- Overall, SCC students are still developing their research and information literacy skills.
- Over the two years reviewed all core competencies averaged over 70% and at least a 75% combined acceptable and exemplary percentage total was achieved in 19 of the 23 rubrics (82.6%). While the goal is for a minimum of 80% of students demonstrating

achievement the acceptable or exemplary levels, this data shows that the majority of students are at this level.

- Additional data is still being analyzed. This will be done over the next year as SAAT develops its longitudinal data summary.

Sections' Evidence of Core Competency Attainment

- Seven years of core competency data has been collected but the CCAF results have not yet been analyzed in a comprehensive manner. Two years of data has been analyzed for each core competency rubric, but beyond this level no data comparison (course, section, instructor, semester, etc.) is currently available.
- Based on available evidence, CCAFs are submitted primarily in three areas: (1) Problem Solving; (2) Research and Information Literacy; and (3) Written Communication.
- Completing the comprehensive Core Competency Assessment Map linked to WEAVE assessment projects will allow the SAAT to collect data on the number of core competency projects that should be created each semester, the total section CCAFs completed, and thus provide an accurate completion rate percentage.

Employers' Satisfaction with Graduates' Performance of Core Competencies

- This information is not currently collected. Therefore, SCC cannot be sure if graduates can generalize their core competency skills to the workplace or if adjustments are necessary to the core competencies and the associated rubrics. SAAT will confer with administration about options to collect information related to employers' satisfaction.

Recommendations for the General Education Core Competencies

As a result of the data collection and analysis, the following recommendations are made regarding SCC Core Competency Objectives:

- Work with faculty to complete the Core Competencies Assessment map to ensure assessment data is submitted more effectively and efficiently each semester.
- Revisit the CCAF process with faculty and increase CCAF training
- Increase communication, through SAAT and Lead Instructors, with adjunct and dual credit instructors (Strategic Plan 4.2.A.).
- Share specific CCAF data with relevant SCC teams and committees.
- Create projects for faculty in WEAVE to monitor which core competency projects are completed at the end of each semester.
- Use WEAVE to ensure alignment and coverage of all competencies at all levels of instruction and in all programs.

- Attain at least 80% submission rate for courses once mapped to the competencies (Strategic Plan 4.2.A.).
- Continue to increase co-curricular involvement with core competencies data collection (Strategic Plan 3.1.D., 4.2.A.).
- Discuss and implement strategies to increase students' proficiency in finding, using, and citing source evidence related to Research and Information Literacy (Strategic Plan 3.1.D., 4.2.A.).
- Discuss and implement strategies to increase students' proficiency with sources and evidence related to Written Communication (Strategic Plan 3.1.D., 4.2.A.).
- Work with Institutional Effectiveness and Career Services to implement and review Employer Satisfaction survey (Strategic Plan 1.2.O, 4.2.A., 4.5.C.).

Performance Area: CTE and Academic Programs

The assessment process at the program level is affected by the program mission statement and results of course level student learning objectives. Programs develop a detailed assessment plan using the Continuous Quality Improvement (CQI) Form (Strategic Plan 1.2.O, 4.2.B., 4.2.C.).

The SAA plan requires programs to evaluate their missions on an annual basis to determine relevance and alignment with institution level outcomes, as well as their respective accreditation, industry, and/or licensing standards, and published program information in the current catalog. Information gained from advisory meetings, community forums, transfer universities' curriculum updates, as well as Shawnee Community College's faculty and Office of Institutional Effectiveness, is considered when making program updates.

This annual review should inform the ICCB 5-year program review. In turn, programs incorporate the feedback from the ICCB 5-year program review while completing their CQI annually.

For this performance area, all data available is analyzed together. Strengths and areas for improvement are provided at the end of this section after all data is considered.

College Performance

Key Performance Indicator: Area 6: Academic Success - Student Learning Outcomes

Note: For this section, it is important to note that "less than one year" certificate programs are not required to have an assessment plan though faculty teaching those courses should now participate in the annual program assessment cycle. Therefore, they are not included in the data that follow. As of 2023 there were 18 Associate Programs and 10 One-Year Certificates

identified by SAAT as requiring an assessment plan. There were also 13 Clubs and Organizations on the SCC web site listed as active. New Clubs will be added to the 2024-25 list. These numbers are being reviewed now that SICCM programs have been divided (the Occupational Therapist Assistant program is now within the SCC Allied Health division) and a new academic year has begun with new clubs approved and dormant clubs once again active.

Percentage of student learning outcome benchmark targets met

The target is that 80% of programs (consisting of programs, certificates, and co-curriculars) will assess their students, complete the CQI, and submit it in WEAVE for the SAAT to gather and analyze. Based on existing data the following strengths are noted:

- The Assessment Entity Tree has been mapped for all entities on campus which are required to submit a CQI;
- The submission rate for CQI projects has increased;
- A list of current programs and co-curricular programs exists so SAAT will contact the instructor or sponsor for updated information and data.

The following areas for improvement are noted:

- Co-curricular clubs and organization submissions dropped in part due to lack of student interest (for example, Book Club) or the loss of instructor or sponsor (for example, Phi Beta Lambda) though these numbers will increase in the 2024-25 academic year;
- For 2021-22, a CQI was submitted for 44.4% (8/18) of programs, 60% (6/10) of certificates, and 30.7% (4/13) of co-curricular clubs and organizations;
- Training will be done with clubs and organizations to ensure that each instructor or sponsor is aware of, and knows how, to complete and submit a CQI document.

Percentage of program outcome benchmark targets met

Not enough data exists to provide an accurate answer at this time, though for 2021-22 some 50% (14/28) of programs identified by the SAAT as requiring an assessment plan reported meeting their program outcome benchmarks.

To date, 33.4% of co-curricular programs identified by the SAAT as requiring an assessment plan reported meeting their program outcome benchmarks.

Percentage of programs completing the annual program assessment cycle

The SCC Continuous Quality Improvement Entity Map (Appendix 2) was modified in Fall 2022 with several new programs required to complete an annual CQI assessment plan document and several other programs divided or combined to allow for a more specific analysis of their goals,

objectives, and outcomes. There are currently 55 programs listed. The goal is to have at least 50 programs complete their FY22 and FY23 assessment plans and submit them to WEAVE for review. During both years 49 CQI assessment plans were submitted.

In order to align CQI financial requests with the timeline of the SCC budget (Figure 4), FY23 CQI assessment plans were completed in November 2022 and FY24 budget requests submitted for review by February 2023. In July/August 2023 entity leaders added findings to their FY23 CQI documents, added information to their FY24 CQI based on the approval or denial of budget requests, and began collecting budget item requests for FY25. This timeline has been maintained and in February 2025 the SAAT Coordinator will all submitted FY25 CQI documents.

Summary Analysis

As can be seen in the data provided above, the following strengths are noted:

- Some programs and co-curricular programs have completed their program assessment cycles and have met both their student learning and program outcome benchmark targets.

The following areas for improvement are noted:

- A comprehensive review of CQI documentation still needs to be completed;
- Several programs and co-curricular programs have either not met their student learning and/or program outcome benchmark targets or have not completed the program assessment cycle in order to determine whether they have met their targets;
- Additional CQI data needs to be collected for all programs.

Recommendations for Academic Programs Continuous Quality Improvement

As a result of the data collection and analysis, the following recommendations are made regarding program level objectives:

- SAAT should work with the VP, Academic Deans, and Institutional Effectiveness to help programs refine program learning objectives and annual assessment review process (Strategic Plan 1.2.O., 4.1.C., 4.2.B., 4.2.C., 4.2.D.).
- All programs, including co-curriculars, should complete an annual CQI and follow through with findings (Strategic Plan 4.1.C., 4.2.B., 4.2.C., 4.2.D.).
- Programs should determine standards for each CTE program that are aligned with employer or national/state career cluster expectations (some of which will be completed using WIDS) (Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.).

- Programs should align measurements of achievement for Program Objectives to certification/licensure exams (WIDS will be utilized) (Strategic Plan 1.2.O., 4.1.C, 4.2.B., 4.2.C.).
- Programs should analyze data and review/implement program adjustments as needed, incorporating Advisory Committee communications and ICCB review/feedback (Strategic Plan 4.1.C.).
- SCC should continue to integrate experiential learning into all CTE programs (Strategic Plan 1.2.O, 4.2.D.).
- SAAT should work with Institutional Effectiveness and Career Services to implement, promote, and review Employer Satisfaction, Graduate, and Graduate Follow-Up surveys (Strategic Plan 1.2.O., 3.1.C., 4.2.A., 4.5.C.).
- Employees should work with the VP of Academic Affairs, Institutional Effectiveness, and IT on collecting and analyzing data for indicators currently unavailable, such as courses that transfer as equivalent and time to completion (Strategic Plan 4.1.C, 4.2.B., 4.2.C.).

Student Academic Assessment Team (SAAT) Recommendations

SAAT should do the following in FY24:

- Continue to review and update Student Academic Assessment Plan to align to the Strategic Plan and *SCCES* and create an Assessment Plan Operating Standard (Strategic Plan 4.1.C);
- Continue to update the Core Competency Assessment Map to map any courses not yet mapped to assess at least one core competency and map all six core competencies to a certificate or degree program of study.
- Update the Entity Tree for Assessment in order to accurately reflect current programs;
- Analyze FY18 to FY24 data collection for intervention proposals (Strategic Plan 4.2.B., 4.2.C., 4.6.C.);
- Work with faculty to simplify the process of collecting data and uploading documents to WEAVE in order to increase project completion rate for all faculty: full-time, part-time, and dual credit (Strategic Plan 4.1.C., 4.2.B., 4.2.C.);
- Continue co-curricular assessment expansion and review co-curricular data (Strategic Plan 4.1.C.);
- Map Program Level and Course Level standards and measures (Strategic Plan 4.1.C., 4.2.C., 4.2.D.);
- Finalize Budget Requests based on Action Plans Resource(s) Requests (Strategic Plan 4.1.C., 4.2.A., 4.6.C.);
- Refine intervention proposals for FY25 (Strategic Plan 4.1.C.);

- Begin planning process for FY25 (Strategic Plan 4.1.C.);
- Celebrate Program Assessment Achievements for FY23 (Strategic Plan 3.5.E.)

Appendix

Appendix 1. Core Competency Assessment Map

Course	GC	OC	PG	PS	RL	WC
ACC-0111				X		
ACC-0121				X		
ACC-0219						
ACC-0223						
ADN-0222						X
ADN-0223			X			
ADN-0224		X				
ADN-0225				X	X	
ADN-0227	X	X				
ADN-0229		X				
ADN-0232					X	
ADN-0237						X
ADN-0239	X					
ADN-0241				X		
ADN-0242			X			
ADN-0243	X					
ADN-0245				X	X	X
ADN-0246			X			
ADN-0247				X		
AGR-0111					X	X
AGR-0112					X	X
AGR-0113					X	X
AGR-0115		X	X			
AGR-0116	X			X		
AGR-0117	X			X		
AGR-0145	X			X		
AGR-0197		X				

AGR-0211	X			X		
AGR-0225	X			X		
AGR-0228	X			X		
AGR-0230			X			
AGR-0235				X		
ART-0114						X
AST-0111				X		
AST-0112						
AUT-0122				X		
AUT-0129			X			
AUT-0130				X		
AUT-0131						
AUT-0132				X		
AUT-0133						X
AUT-0135		X				
AUT-0136				X		
AUT-0137				X		
AUT-0138					X	
AUT-0139	X					
AUT-0150			X			
AUT-0225		X				
AUT-0230		X				
AUT-0232				X		
BEL-0161						
BEL-0162						
BEL-0163						
BEL-0164						
BEL-0165						
BEL-0166						
BIO-0111				X		
BIO-0115				X		
BIO-0211				X		

BIO-0212				X		
BIO-0214				X		
BIO-0215				X		
BIO-0218				X		
BIO-0221				X		
BIO-0222				X		
BUS-0112				X		
BUS-0116	X					
BUS-0124				X		
BUS-0128						X
BUS-0155			X			
BUS-0195			X			
BUS-0197			X			
BUS-0210					X	
BUS-0211						
BUS-0214						
BUS-0215						
BUS-0225						X
BUS-0230	X					
BUS-0232		X				
CHE-0111				X		
CHE-0114				X		
CHE-0115				X		
CJ-0111						X
CJ-0113			X			
CJ-0123				X		
CJ-0125					X	
CJ-0201					X	
CJ-0210		X				
CJ-0211						X
CJ-0213	X					
CJ-0215				X		

CJ-0223	X					
CJ-0224				X		
CJ-0225		X				
CJ-0299			X			
CNA-0120				X		
COM-0111				X		
COM-0133						
COM-0189						
COM-0190				X	X	X
COM-0196						
COM-0201						
COM-0218				X	X	
COM-0222				X	X	
COM-0225				X	X	
COM-0227				X		
COM-0231						
COM-0241						
COM-0244				X	X	X
COM-0246						
COM-0247				X	X	
COM-0265						
COM-0280						
COM-0281				X	X	
COM-0283						
COS-0150		X				
COS-0151		X				
COS-0152				X		
COS-0153				X		
COS-0154	X					
COS-0155				X		
COS-0156						X
COS-0157						X

COS-0159				X	
COS-0160		X			
COS-0220					X
COS-0221				X	
ECE-0114		X			
ECO-0211			X		
ECO-0212			X		
EDU-0110	X				X
EDU-0111	X				
EDU-0119			X		
EDU-0213					X
ENG-0111				X	X
ENG-0112				X	X
ENG-0124				X	X
ENG-0126		X			X
ENG-0221				X	X
GOV-0117	X			X	X
GRY-0214			X		
HAC-0111					
HAC-0113					
HAC-0130					
HAC-0160					
HAC-0211					
HAC-0212					
HAC-0213					
HAC-0220					
HAC-0230					
HAC-0260					
HAC-0297					
HCC-0100					
HCC-0101					
HCC-0102					

HCC-0103						
HCC-0104						
HCC-0105						
HCC-0106						
HCC-0107						
HCC-0108						
HEA-0160						
HEA-0260						
HIS-0108	X				X	X
HIS-0116	X				X	X
HIS-0117	X				X	X
HIS-0121	X				X	X
HIS-0122	X				X	X
HIS-0214	X				X	X
HIS-0215	X				X	X
HIS-0216	X				X	X
HIS-0217	X				X	X
HIT-0100						X
HIT-0101						X
HIT-0104						X
HIT-0105			X			
HIT-0106		X				
HIT-0107					X	
HIT-0109				X		
HIT-0111	X					
HIT-0209				X		
HLT-0111	X					
HLT-0116	X					
HST-0112						
HST-0115						
HST-0116						
IMS-0121						

LEA-0114			X			
LEA-0115			X			
LEA-0214			X			
LEA-0215			X			
LIT-0210				X	X	X
LIT-0211				X		X
LIT-0212						X
LIT-0213				X	X	X
LIT-0216				X	X	X
LIT-0217				X	X	X
LIT-0219	X				X	X
LIT-0221				X	X	X
LRC-0112					X	
MA-0100						X
MA-0101		X				
MA-0102				X		
MA-0103					X	
MA-0104			X			
MA-0105		X				
MA-0106				X		
MA-0107						X
MA-0108	X					
MAT-0110				X		
MAT-0111		X		X		
MAT-0112		X		X		
MAT-0113		X		X		X
MAT-0115				X		
MAT-0116				X		
MAT-0118				X		
MAT-0120				X		
MAT-0121				X		
MAT-0122				X		

MAT-0208				X		
MAT-0209				X		
MAT-0210				X	X	
MAT-0212				X		
MAT-0215				X		
MUS-0111			X			
MUS-0115	X					
MUS-0117			X			
MUS-0130	X					
MUS-0145	X					
MUS-0210			X			
NLT-0130	X			X		
NLT-0131			X			
NLT-0132		X				X
NLT-0133					X	
OSH-0102						
OTA-0100		X				
OTA-0110		X				
OTA-0112				X		
OTA-0120					X	
OTA-0122			X			
OTA-0131						X
OTA-0132		X				
OTA-0133						X
OTA-0134			X			
OTA-0200	X					
OTA-0205						X
OTA-0210					X	
OTA-0217				X		
OTA-0218				X		
OTA-0230				X		
OTA-0231		X				

OTA-0232	X					
OTA-0250	X					
PE-0190		X	X			X
PE-0210			X			X
PE-0212			X			
PE-0218			X			
PE-0219			X			
PE-0220			X			
PE-0221			X			
PE-0222			X			
PE-0231			X			
PHB-0120						
PHI-0215	X					
PHI-0216				X		
PHI-0218	X					X
PHI-0219	X					X
PHY-0116						
PHY-0117						
PHY-0120						
PHY-0216						
PHY-0217						
PN-0114	X				X	
PN-0115			X			
PN-0116			X			
PN-0117			X			
PN-0119			X			
PN-0121						X
PN-0125					X	
PN-0126		X				
PN-0128		X		X		
PN-0129	X			X		
PN-0131		X				

PN-0132						X
PN-0133				X		
PN-0137	X				X	
PN-0170						X
PSY-0211					X	X
PSY-0216	X		X		X	X
PSY-0217					X	X
PSY-0218					X	X
PSY-0219					X	X
SEM-0101			X	X		
SEM-0200						X
SOC-0122	X					X
SOC-0212						X
SOC-0215	X		X	X	X	
SOC-0217						X
SOC-0218	X					X
SPA-0111						X
SPA-0112						
SPC-0111		X				
SPC-0124					X	X
SPC-0210					X	X
SW-0121				X		X
SW-0199						X
SW-0222						
SW-0224						X
SW-0225						X
TDR-0176	X	X	X	X	X	X
TDR-0177						
TDR-0198	X	X	X	X		X
WEL-0122	X					X
WEL-0123						
WEL-0124					X	

WEL-0125		X			
WEL-0128			X		
WEL-0129					
WEL-0131				X	
WEL-0160	X			X	X

Appendix 2. Continuous Quality Improvement Entity Map

Contact information has been removed to fit document into the 2023 SAA Annual Monitoring Report

ENTITY TITLE	FY18	FY19	FY20	FY21	FY22	FY23	FY24
C - Complete							
IP - In Progress							
NS - Not Started							
EXECUTIVE OFFICE							
Human Resources					C	IP	NS
Institutional Effectiveness			IP		C	IP	NS
Public Information and Marketing					IP	IP	NS
ADMINISTRATIVE SERVICES							
Bookstore					C	IP	NS
Business Services			IP	C	C	IP	NS
Campus Security					IP	NS	NS
Educational Technology			IP	IP	C	IP	NS
Facilities & Maintenance					NS	NS	NS
Information Technology					C	IP	NS
ACADEMIC AFFAIRS							
Adult Ed & Alternative Instruction					C	IP	NS
Associate Degree Nursing				C	C	IP	NS
Certified Nursing Assistant							
Medical Assistant					C	IP	NS
Medical Coding Specialist			C	IP	C	IP	NS

Medical Office Assistant			C	IP	C	IP	NS
Practical Nursing Program				C	C	IP	NS
Social Work					C	IP	NS
Surgical Technology							
Accounting		C	C	IP	NS		
Agriculture, Fish & Wildlife Management				IP	C	IP	NS
Automotive				IP	C	IP	IP
Business Management				IP			
Computer Systems and Security Specialist	IP	IP	IP	C	C	IP	NS
Cosmetology	C			C	C	IP	NS
Criminal Justice	C	C		C	IP	IP	NS
Welding	C	C			C	IP	NS
Humanities, Social Sciences & Communication	C	C	C		C	IP	NS
Math & Science	C	C	C		C	IP	NS
SBDC					C	IP	NS
Truck Driving					C	IP	NS
Basic Residential Electricity					C	IP	NS
Construction Management of Laborers					IP	IP	NS
HVAC					IP	IP	NS
Workforce Training & Continuing Education					IP	IP	NS
STUDENT AFFAIRS							
Accessibility and Resource Services						IP	NS
Admissions, Records & Registration	C	C	C	C	C	IP	NS
Athletics			C	C	C	IP	NS

Career Services			C		C	IP	NS
Community Education & Outreach					IP	IP	FIX 23
Counseling & Advising	C	C	C	C	C	IP	NS
Financial Aid			C	C	C	IP	NS
Library			IP	IP	C	IP	NS
Recruitment	C	C	C	C	C	IP	NS
Ambassador Organization				IP	C	IP	NS
Ag Club					IP	IP	NS
Cosmetology Club		C	C	C	C	IP	NS
Esports				IP	C	IP	NS
Music Club			C	C	C	IP	NS
Phi Theta Kappa		C	C	C	C	IP	NS
Student Book Club						IP	NS
Testing & Tutoring		C	IP	C	C	NS	NS
TRiO-Student Support Services		C	C	C	IP	IP	NS
TRiO-Educational Talent Search	IP	IP	IP	C	IP	IP	NS